



Good Morning, Aeries!

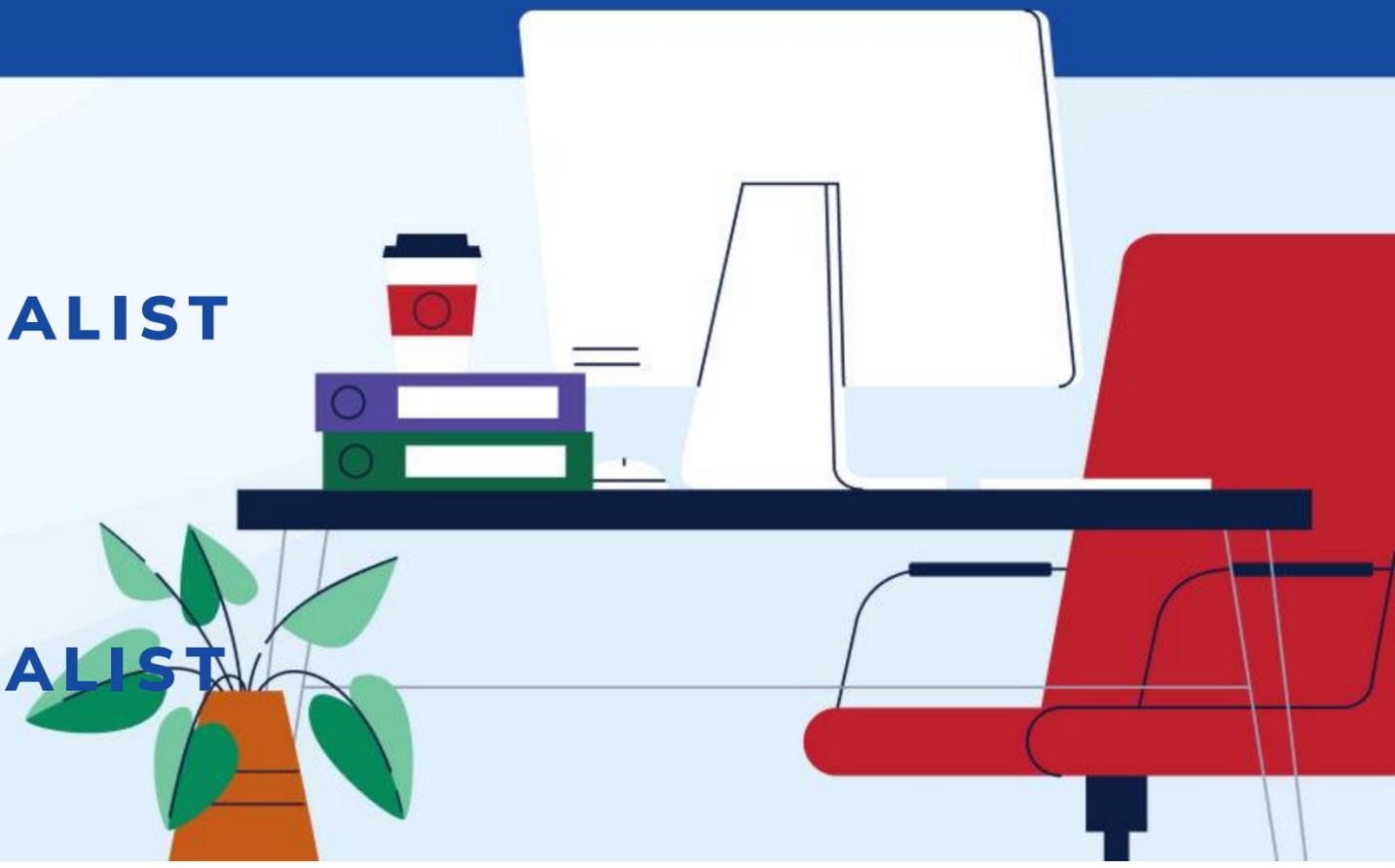
Building Standards for Standards Based Report Cards



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Agenda

01 Understanding Standards

02 Permissions

03 Load State Learning Standards

04 Add Local Standards

05 Best Practices

0



Understanding Standards



- Standards are line items listed on a Standards Based Report Card
- State Standards or Local Standards can be used
- Teachers assess and grade the standards listed on a report card
- Districts can apply the following options to standards:
 - Standard Type (level)
 - Mark Types (two options)
 - Applicable Terms for Mark Types
 - Include in Transcript
 - Applicable Grading Terms
 - Corresponding Languages



Load State Learning Standards



- Aeries Admin permissions
- District Level (SC=0)
- Configurations → Load State Learning Standards
- Standards (STN) is a global table – all schools

Load State Learning Standards

Loading Standards
Standard Options are based on state resources embedded in Aeries.
Selected standards currently marked inactive will be updated and set back to active.
After running this process you will receive an email detailing updated tables and totals.
Updated tables will include STN, GBN, GBD, GRS and EXS

Load Selected Standards (CS) | Load Common Core (CC) | Load CA ELD Standards (CS) | Load Next Generation Science (NG)

| Mathematics | English-Language Arts | History-Social Science | Science |
|---|--|--|--|
| <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 1 |
| <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 |
| <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 8-12 | <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9-10 | <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9-12 |
| | <input checked="" type="checkbox"/> 11-12 | <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 | |
| | | <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> 0-5 | |
| | | <input checked="" type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12 | |

Update/Load Selected Standards Last Run:

Permissions



- Full Permissions to Standards STN

| Table/Program Area | Query Tbl | Read | Insert | Update | Delete | Mass Update | Administer | Expiration Date (Read will not expire) |
|--|-----------|--|--|--|--|--|--|---|
| | | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | |
| Colors | GCC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="text"/> |
| Standards Based Grade Reporting | | | | | | | | |
| Standards | STN | <input checked="" type="checkbox"/> | | <input type="text"/> |



State Standards



- Provides hierarchy of standards
 - **Do not re-number**
- Verbiage can be modified
 - Easier to understand
 - Adjust for report card spacing

Standards

Standards Rubric Values

Display List Display Tree

Enter ID or Title to search.

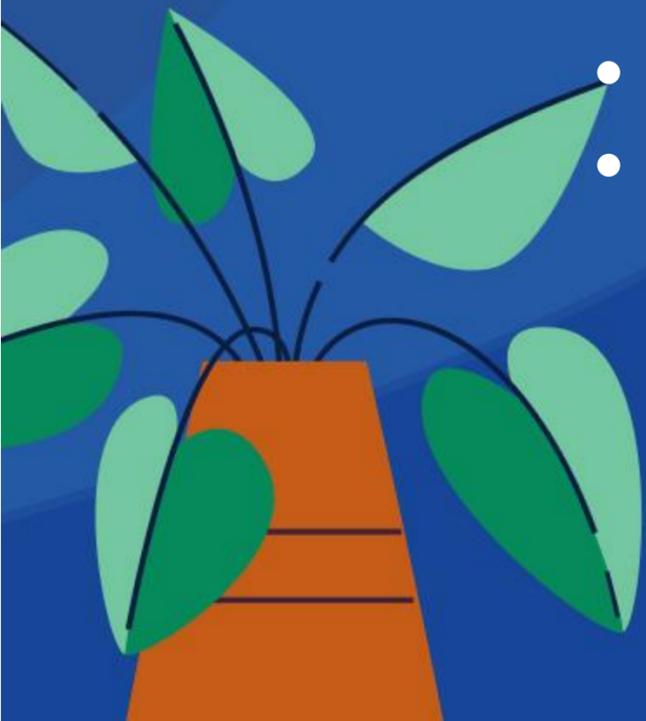
| | |
|----------|--|
| CEL1 | Grade 1 English Language Arts & Literacy in History/Social S |
| CEL1.L | Language |
| CEL1.L1 | Demonstrate command of the conventions of standard Engl |
| CEL1.L1a | Print all upper- and lowercase letters. |
| CEL1.L1b | Use common, proper, and possessive nouns. |
| CEL1.L1c | Use singular and plural nouns with matching verbs in basic s |
| CEL1.L1d | Use personal (subject, object), possessive, and indefinite pro |
| CEL1.L1e | Use verbs to convey a sense of past, present, and future (e.g |
| CEL1.L1f | Use frequently occurring adjectives. |
| CEL1.L1g | Use frequently occurring conjunctions (e.g., and, but, or, so, l |
| CEL1.L1h | Use determiners (e.g., articles, demonstratives). |
| CEL1.L1i | Use frequently occurring prepositions (e.g., during, beyond, t |
| CEL1.L1j | Produce complete simple and compound sentences in respo |
| CEL1.L1k | Demonstrate command of the conventions of standard Engl |



Local Standards



- Use a numbering plan – “**Make a plan!**”
- Understand hierarchy
 - Standard vs Sub Standard
 - Parent Standard vs Child Standard
- Types of Local Standards:
 - Districts can build a report card from Local standards and not use State Standards
 - If using State Standards, subjects other than English and Math
 - Social Science, PE, Science
 - Music, Art, Physical Education
 - Social and Behavioral Standards



Adding a Local Standard



- Standards Based Grade → Configurations → Standards
- Add New Record



Standards

Standards Rubric Values

Display List Display Tree

Enter ID or Title to search.

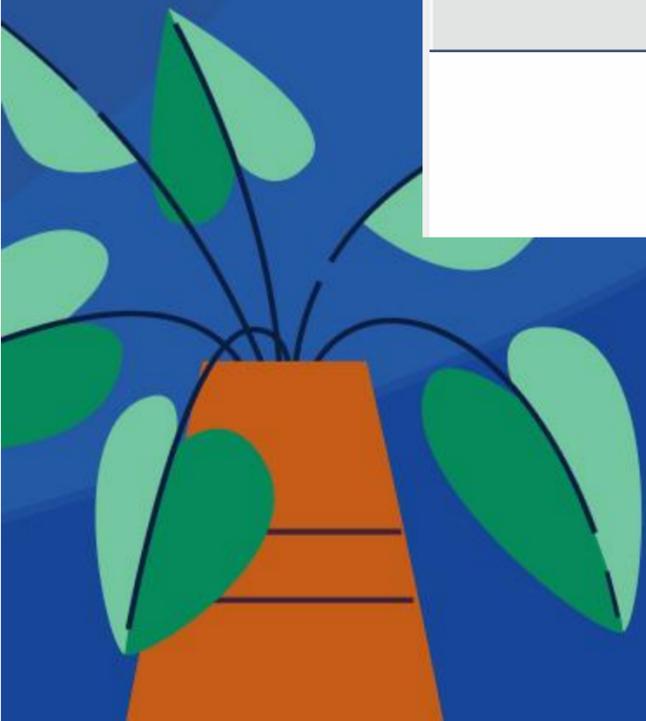
| Standard ID | Title |
|-------------|---|
| 1000 | Reading |
| 1001 | Understands concepts about print |
| 1002 | Tracks and represents isolated phonemes (sounds) |
| 1003 | Tracks and represents changes in syllables and words |
| 1004 | Understands that as letters of words change, so do the sounds |
| 1005 | Blends sounds to make words |
| 1006 | Identifies and produces rhyming words |
| 1007 | Separates words into beginning or ending sounds |
| 1008 | Tracks each word in a sentence |
| 1009 | LANGUAGE ARTS |
| 1010 | Decodes and recognizes words |
| 1011 | Develops vocabulary and concepts |
| 1012 | Reads aloud with fluency, accuracy, intonation and expression |

Assign a Standard ID and Title



- Assign a Standard ID – following a numbering plan
- Assign a Title

| Standard ID | | Title | |
|----------------------|---|----------------------|---|
| <input type="text"/> | | <input type="text"/> | |
| Type of Standard | | Category | |
| <input type="text"/> | ▼ | <input type="text"/> | ▼ |
| Long Description | | | |
| <input type="text"/> | | | |





Sub-standards

- Sub-standards are associated to a Standard Category (hierarchy)
- Type 4 – Detailed Standard is recommended
- Associate the Category
- Only Mark Type 1 is populated for sub-standards. When using Standards Based Report Card Templates, adding a Category includes all the linked standards (sub-standards)

| Standard ID | Title |
|--|--|
| 1005 | <input type="text" value="Blends sounds to make words"/> |
| Type of Standard | Category |
| <input type="text" value="Detailed Standard"/> ▼ | <input type="text" value="Reading"/> ▼ |

Define Standard Type



- Select a Standard Type

| Code | Type Description |
|------|-----------------------------|
| 0 | Top Level Standard Category |
| 1 | Sub Group |
| 2 | Cluster/Strand |
| 3 | Filler - for internal use |
| 4 | Detailed Standard |
| 5 | Sub Standard |
| S | Subject Area |
| G | Subject Area Group |

Standard ID: Title:

Type of Standard: Category:

Long Description:

Types: Achievement Include in Transcript?

Mark Type2: Include in Transcript?

Applies to terms: 1 2 3 4

Applies to grades: PS TK K 1 2 3 4 5 6 7 8 9 10 11 12

Count on Missing Mark Report? Status: Last School Year Active:

Not Linkable to Gradebook Assignments? Rubric Values Type:

Correspondence Languages:

Assign Mark Types and Options

- Select Mark Type(s)
- Mark Types are defined in Standards Based Options
- Use Term Based Mark Types allows different Mark Types by Term



| | | |
|--|--|---|
| Standard ID | Title | |
| 11000 | Social Science | |
| Type of Standard | Category | |
| Detailed Standard | | |
| Long Description | | |
| <input type="text"/> | | |
| Use Term Based Mark Types: | <input type="checkbox"/> | |
| Mark Type1: | Achievement | <input type="checkbox"/> Include in Transcript? |
| Mark Type2: | Effort | <input type="checkbox"/> Include in Transcript? |
| Applies to terms: | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | |
| Applies to grades: | <input type="checkbox"/> PS <input type="checkbox"/> TK <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | Apply To All |
| Count on Missing Mark Report? | Status | Last School Year Active |
| Yes | Active | 0 |
| Not Linkable to Gradebook Assignments? | Rubric Values Type | |
| <input type="checkbox"/> | | |
| Correspondence Languages: | | |
| Spanish | | Ciencias Sociales |

Assign Term and Grade Level



- Select Terms
 - In some instances, a standard may only be measured during one term
- Select applicable Grade Level(s)

| | | |
|--|--|---|
| Standard ID | Title | |
| 11000 | Social Science | |
| Type of Standard | Category | |
| Detailed Standard | | |
| Long Description | | |
| | | |
| Use Term Based Mark Types: | <input type="checkbox"/> | |
| Mark Type1: | Achievement | <input type="checkbox"/> Include in Transcript? |
| Mark Type2: | Effort | <input type="checkbox"/> Include in Transcript? |
| Applies to terms: | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | |
| Applies to grades: | <input type="checkbox"/> PS <input type="checkbox"/> TK <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | Apply To All |
| Count on Missing Mark Report? | Status | Last School Year Active |
| Yes | Active | 0 |
| Not Linkable to Gradebook Assignments? | Rubric Values Type | |
| <input type="checkbox"/> | | |
| Correspondence Languages: | | |
| Spanish | Ciencias Sociales | |



Other Standard Options



- **Include in Transcript (HIS)**
 - If using Transcripts will copy to SBH → to copy to HIS
- **Count on Missing Mark Report**
 - Ensures grade submitted by teacher during grading window
- **Status displays if standard is active vs inactive status**
 - When inactivating a standard, the year last active year can be identified
- **Not Linkable to Gradebook Assignments** ensures teachers cannot associate the standard to an assignment, for example, Subject Areas
- **Corresponding Languages**
 - Allows for translations of standards
 - Prints report card in Corresponding Language when option is selected on Standards Based Report Cards





| Standard ID | | Title | |
|--|--|---|--|
| <input type="text" value="11000"/> | <input type="text" value="Social Science"/> | | |
| Type of Standard | | Category | |
| <input type="text" value="Detailed Standard"/> | <input type="text"/> | | |
| Long Description | | | |
| <input type="text"/> | | | |
| Use Term Based Mark Types: | | <input type="checkbox"/> | |
| Mark Type1: | <input type="text" value="Achievement"/> | <input type="checkbox"/> Include in Transcript? | |
| Mark Type2: | <input type="text" value="Effort"/> | <input type="checkbox"/> Include in Transcript? | |
| Applies to terms: | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Applies to grades: | <input type="checkbox"/> PS <input type="checkbox"/> TK <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="button" value="Apply To All"/> | | |
| Count on Missing Mark Report? | Status | Last School Year Active | |
| <input type="text" value="Yes"/> | <input type="text" value="Active"/> | <input type="text" value="0"/> | |
| Not Linkable to Gradebook Assignments? | Rubric Values Type | | |
| <input type="checkbox"/> | <input type="text"/> | | |
| Correspondence Languages: | | | |
| <input type="text" value="Spanish"/> | | <input type="text" value="Ciencias Sociales"/> | |



Viewing Standards by Category

- Displays associated standards by Category
- Allows for checking standards' build
- Non-associated standards can be linked using this page
 - Select Category
 - Add New Record
 - Locate Standard
 - Save

| | |
|-------|--|
| I1305 | Segmenting |
| I1306 | Concepts About Print and Word Analysis |
| I1309 | Literary Response & Analysis |
| I1365 | Phonemic Segmentation Fluency |

| Category | Standard ID | Title |
|-------------|-------------|------------------------|
| MATHEMATICS | CME.K | |
| | I1401 | - Concern |
| | I3581 | Words per minute 20-25 |
| | CEL.1.L.3 | (Begins in grade 2) |
| | CEL.1.W.10 | (Begins in grade 2) |
| | CEL.1.W.4 | (Begins in grade 2) |
| | CEL.K.L.3 | (Begins in grade 2) |
| | CEL.K.W.10 | (Begins in grade 2) |
| | CEL.K.W.4 | (Begins in grade 2) |



Standards By Category

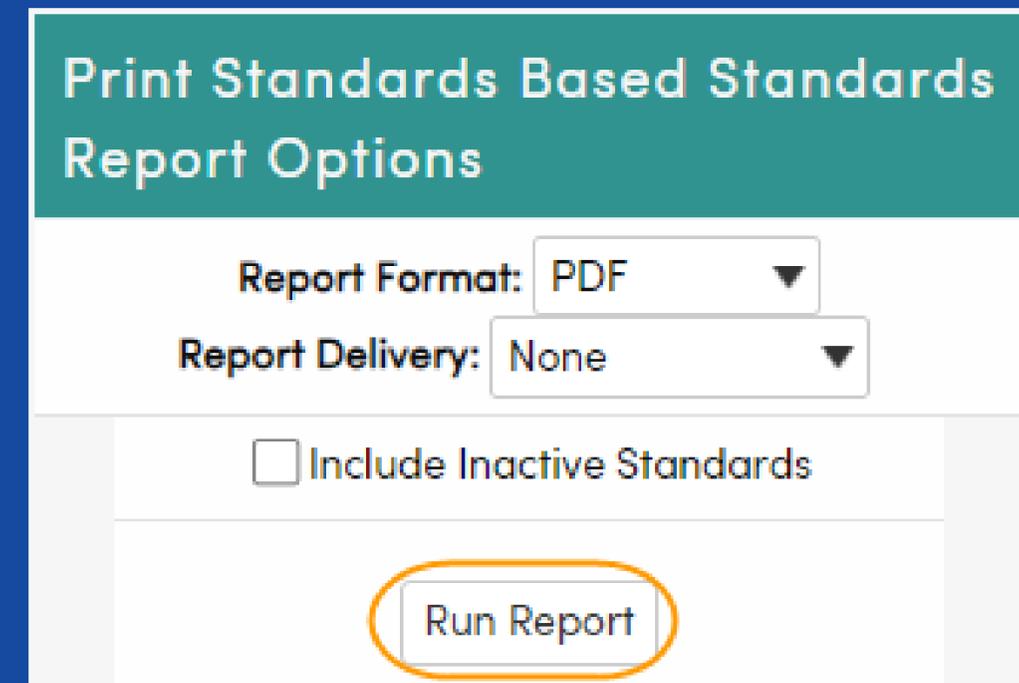
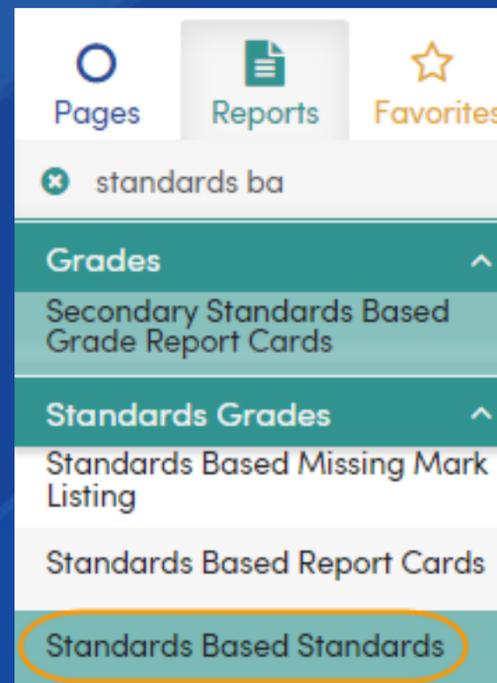
| Standard ID | Title |
|-------------|------------------------------------|
| 1000 | Reading |
| 1009 | LANGUAGE ARTS |
| 1029 | MATHEMATICS |
| 1049 | RESPONSIBILITY FOR LEARNING |
| 1056 | RESPONSIBILITY FOR BEHAVIOR |
| 1062 | Social Studies |
| 1063 | Science |
| 1064 | Physical Education/Health |
| 1065 | Visual and Performing Arts |
| 1066 | TECHNOLOGY/COMPUTER SKILLS |
| 1067 | SUGGESTED HOME LEARNING ACTIVITIES |
| 1074 | * English Language Development |
| 1078 | Supplemental Services |

| Standard ID | Title |
|-------------|---|
| 1001 | Understands concepts about print |
| 1002 | Tracks and represents isolated phonemes (sounds) |
| 1003 | Tracks and represents changes in syllables and words |
| 1004 | Understands that as letters of words change, so do the sounds |
| 1005 | Blends sounds to make words |
| 1006 | Identifies and produces rhyming words |
| 1007 | Separates words into beginning or ending sounds |
| 1008 | Tracks each word in a sentence |
| I1299 | Letter Recognition |
| I1300 | Sound Recognition |
| I1301 | Letter Naming Fluency |



Standards Listing Report

- Run at School Level (not SC=0)
- Displays Standards data
- Used to validate standards configurations
- Navigate to Reports Tab → Filter for Standards Based
- Select Standards Based Standards



Standards Listing Report



Golden Eagle Elementary School

3/17/2024

2023-2024

STANDARDS LISTING

Page 1

| Standard | Type | Category | Title | Mark type | Applies to Terms | | | | Applies to Grades | | | | | | | | | | | | Transcript | | Miss. Mark? | Active? | Last School Year | | | | | | |
|----------|------|----------|---|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|--|--|
| | | | | | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Ty 1 | | | | Ty 2 | | | | | |
| 1000 | 0 | | Reading | Achievement Effort | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 1001 | 4 | 1000 | Understands concepts about print | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| 1002 | 4 | 1000 | Tracks and represents isolated phonemes (sounds) | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1003 | 4 | 1000 | Tracks and represents changes in syllables and words | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1004 | 4 | 1000 | Understands that as letters of words change, so do the sounds | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1005 | 4 | 1000 | Blends sounds to make words | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1006 | 4 | 1000 | Identifies and produces rhyming words | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1007 | 4 | 1000 | Separates words into beginning or ending sounds | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1008 | 4 | 1000 | Tracks each word in a sentence | Progress Toward Standard | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1009 | 0 | | LANGUAGE ARTS | Achievement Effort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |

Resources/Best Practices



- Know what to build and start early
- Have a numeric plan for Local Standards
- Check Standards configurations by using:
 - Standards by Category Page
 - Standards Based Standards Report



**Eagle Unified School District
REPORT TO PARENTS - FIRST GRADE**

Student: Student Name School: Golden Eagle Elementary School Year: 2023-2024
 Primary Teacher: Principal: Ms Michele Rogers Grade: 1
 Stu #: 11/08/2021 - 03/25/2022
 Birthdate: **EXPLANATION OF MARKS**

| <u>Effort</u> | <u>Progress Toward Standard</u> |
|----------------------------|---------------------------------------|
| O Outstanding | 4 Meets Standard |
| S Satisfactory | 3 Substantially Meets Standard |
| N Needs Improvement | 2 Approaching Standard |
| U Unsatisfactory | 1 Not Meeting Standard |
| | NA Not Assessed at this time |

Language Fluency Information
 Language Fluency
 Program/Instructional Setting
 Current Language Designation
 CELDT 2023-2024 Proficiency

| | Reporting Period | | | Reporting Period | | |
|--|------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 |
| Reading | CEL.1.R | | | CEL.1.W.5 | | |
| Literature | CEL.1.RL | | | CEL.1.W.7 | | |
| Ask and answer questions about key details in a text. | CEL.1.RL.1 | | | With guidance and support, focus on a topic, respond to questions and suggestions, and add details to strengthen writing. | | |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. | CEL.1.RL.2 | | | Participate in shared research and writing projects. | | |
| Compare and contrast the adventures and experiences of | CEL.1.RL.9 | | | Speaking and Listening | | |
| | | | | CEL.1.S | | |

THANK YOU!



<https://survey.alchemer.com/s3/7443595/Aeries-Training-Survey>

